

Program Evaluation Survey

CONTACT INFORMATION FOR THIS PROGRAM

1. County: San Bernardino
2. Program Name: Juvenile Challenge Grant: School Probation Officer Program
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THE PROGRAM

9. Briefly describe interventions that will be used in this program:

Interventions will be delivered by Probation Officers who are present on certain school campuses. These interventions include, but are not limited to, contacts with the juvenile "clients", and their families, referrals to in-school programs, referrals to Probation Officer run programs, and referrals to outside agencies and services.

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average", then the goal would be to improve the grade point average):

The program targets juveniles (K-12) within school campuses, who have been referred to the Probation Officer for a variety of problems that directly affect the school environment. These problems may include tardiness, absence, failing classes, low grade point average, and poor behavior in school. If the interventions are successful, there

should be a decrease in school-related problems.

11. Name and briefly describe the type of research design that you intend to use to determine whether this program produces the desired outcomes:

There are two distinct designs that will be implemented in this project. The first will include a between subjects, matched control group analysis. The second is a Quasi-experimental design, and will include a within subjects analysis, but will not have a control group.

12. Briefly describe the process evaluation research that you intend to conduct:

The process evaluation will assess the similarities and differences in how individual Probation Officers on the various school campuses were implemented by the schools, and how communication between the schools, their District's, and the probation office affected the planning, implementation, and analysis of data in terms of the probation office providing a service to the schools.

COMPARISON GROUP

13. Will there be a comparison group?

Yes, in the matched control group design (design #1), there will be two comparison groups. One for a Middle School, and one for a High School. There is no comparison group for the within-subjects design (design #2). Therefore, all reference to a comparison group will imply design #1. Any dissimilarity in design #1 and design #2 will be noted if it applies.

14. If you answered "no" to #13, how will the effectiveness of the program be evaluated?

In the within-subjects design (design #2), the effectiveness of the program will be evaluated by implementing a within subjects, pre-test/post-test experimental design. This allows for a baseline measure of the variables to be collected, and for any change to be recorded among individual subjects in the program.

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?

No, the treatment and comparison groups will not be randomly selected from the same pool.

16. If you answered "no" to #15, what kind of comparison group will you use?

Because it is necessary to evaluate this program on an individual school basis, subjects from the control group must be derived from a school where no Probation Officer is present. Therefore, subjects (students) in the control group will be **matched** with subjects (students) in the experimental group on the school level. However, individuals will not be matched, but school's will be matched on the basis of the characteristics of their student population.

17. Briefly describe the process for identifying and assigning the comparison group subjects:

Individual schools will be analyzed and matched on various demographic data as reported in CBEDS, as well as data on criminal activity/disciplinary actions at the school level (as reported in CSSA). The two schools that are successfully matched will then be selected on the basis of Probation Officer presence. The school that has no Probation Officer present will become the comparison group.

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

For the comparison group, there are no criteria for participation, other than the statistical similarity of specific variables which have been noted elsewhere. The matching variables which will be used to match the schools are noted in #21.

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Percentage of ethnicities represented
Percentage of students receiving AFDC
Average school SAT scores (for High Schools only)
Average school-wide class size
Number of absences (Excused/Unexcused)
Number of tardies
Number of school disciplinary actions (Referrals)
Number of Suspensions/Expulsions
Frequency of types of offenses to warrant disciplinary actions

20. Will the comparison group be matched to the treatment group in terms of any variables?

Yes.

21. If you answered "yes" to #20, list the matching variables that will be used:

Type of school
Enrollment size
Frequency distribution of ethnicities represented (White, Hispanic, Black)
Frequency distribution of students receiving AFDC
Average school SAT scores (for High Schools only)
Average school-wide class size
Frequency of types of offenses to warrant disciplinary actions

22. If you answered “yes” to #20, briefly describe how the comparison group will be matched to the treatment group.

Using the variables mentioned above, a statistical analysis will be done to determine if there is a significant difference between schools. Any insignificant difference is interpreted to mean that the schools are similar enough on any particular variable to be successfully matched. Schools will first be matched on the demographic data (CBEDS) and then on the crime data (CSSA). The CSSA data will be given “top priority” in that it is more relevant to dependent measures, and must be equal across schools before program intervention. Therefore, if a school can be unanimously matched on the basis of the CSSA data, but there is found to be a significant difference in one of the demographic variables, a match will still be considered in favor of the similarity of the CSSA variables.

23. If you answered “no” to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability:

N/A

24. How many subjects will participate in the comparison group during the entire course of the program?

400

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment group subjects:

In design #1 (the matched control group design) there is no process other than that mentioned in terms of matching. Any and all “successful” matches will be considered. In design #2 (the within subjects, no comparison group design), treatment group subjects are identified by either referral to the Probation Officer by various school sources, by the juvenile traffic court for a school-related citation, or by the Probation Officer “red flagging” individuals by their school records.

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Other than those variables listed elsewhere, participation in the treatment group is contingent upon identification of juveniles with “problems” relating to the school environment (see question #25).

27. List any other independent variables that you will be collecting for the treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

For the within subjects, non-control group design (design #2) the following variables will be collected:

- Age/Date of Birth
- Grade Level
- Ethnicity
- Socioeconomic Status
- Grade Point Average
- Number of Classes Failed
- Number of Absences (Excused/Unexcused)
- Number of Tardies
- Number of School Disciplinary Actions (Referrals)
- Number of Suspensions/Expulsions
- Type of Offense to Warrant Disciplinary Action

For the matched control group design (design #1), the variables collected are the same as those for the comparison group (see #19).

28. How many subjects will participate in the treatment evaluation research samples?

400 minimum

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: “to improve reading level of program participants”.

Youth in the treatment group will receive a formal referral, needs assessment and an individualized treatment plan. Interventions (see interventions list) will be selected and provided or coordinated by the Probation Officer. This process is unique to the treatment group, as the comparison group will not proceed through the same Probation Officer-driven process. The goal of this Probation Officer driven process of referral, assessment

and individualized treatment planning and service delivery is to reduce the level and amount of school-related problems, specifically to improve attendance, grades and to reduce campus acting out behavior.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

There may be specific, as yet unidentified, school-based programs intended to reduce violence on campus, which the comparison school has implemented, but the experimental school has not.

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated the same).

At this time, there is no identified intervention that both groups will receive.